香港紅卍字會屯門卍慈小學
H.K.R.S.S. Tuen Mun Primary School
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**70**
**POA School Net No.**

## School Information

| Supervisor / Chairman of Management Committee | School Head | Incorporated Management Committee | School Type | Student Gender | Religion |
|---|---|---|---|---|---|
| Mr. Ko Yu Keung | Ms. Phong Man Pui | Established | Aided Whole Day | Co-ed | Not Applicable |
| Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets | | | | | 100% |

| Name of Sponsoring Body | School Motto | Year of Commencement of Operation | Medium of Instruction | School Bus | Area Occupied by the School |
|---|---|---|---|---|---|
| Hong Kong Red Swastika Society | To enlighten oneself and to help the needy | 1988 | Chinese | Nanny van | About 1800 Sq. M |

| Through-train / Feeder / Nominated Secondary School | Past Students' Association / Alumni Association | Parent-Teacher Association (PTA) |
|---|---|---|
| - | Yes | Yes |

| 4Rs Mental Health Charter | Yes | Whole School Health Programme | Action School |
|---|---|---|---|

## 2026/2027 Annual School Charges

| School Fee | Tong Fai | PTA Fee | Approved Charges for non-standard items | Other Charges / Fees |
|---|---|---|---|---|
| - | - | $25 | - | - |

## School Facilities

| No. of Classroom(s) | No. of Playground(s) | No. of School Hall(s) | No. of Library(ies) | Others |
|---|---|---|---|---|
| 26 | 2 | 1 | 1 | All classrooms are air-conditioned and fitted with digital display boards, computers, projectors and visualizers. Internet and Wifi connected. Basketball machines and iFloor are for students. |

| Special Room(s) | Facility(ies) for Supporting Students with Special Educational Needs |
|---|---|
| STEAM Room, multiple intelligence activity room, Campus TV, computer room, English room, music room, speech therapy room, student guidance room, conference room, kids reading corner etc. | Ramp, Accessible lift and Accessible toilet. |

## Teaching Staff Information (including School Head) in the 2025/2026 school year

| Number of teaching posts in the approved establishment | 33 | Total number of teachers in the school | 40 |
|---|---|---|---|

| Qualifications and professional training (%) | | | | Years of Experience (%) | | |
|---|---|---|---|---|---|---|
| Had Received Teacher Training | Bachelor Degree | Master / Doctorate Degree or above | Special Education Training | 0 - 4 years | 5 - 9 years | 10 years or above |
| 100% | 100% | 36% | 78% | 6% | 12% | 82% |

## Class Structure

| | | P1 | P2 | P3 | P4 | P5 | P6 | Total |
|---|---|---|---|---|---|---|---|---|
| 2025/2026 school year | No. of classes | 2 | 3 | 3 | 2 | 3 | 3 | 16 |
| 2026/2027 school year (The number of class(es) approved by EDB in Mar./Apr. 2026) | No. of classes | 2 | 2 | 3 | 3 | 2 | 3 | 15 |

| | |
|---|---|
| Mode of teaching at different levels | We have adopted small class teaching. We have joined the Space Town Literacy Programme for KS1. We provide support to cater for the diverse needs of our students by using the Learning Support Grant. |
| Remarks | We have elite groups for Primary 1 students. We have after-school tutorial classes for P.1 to P.6 students. |

## Performance Assessment

| | | | | | |
|---|---|---|---|---|---|
| Number of test(s) per year (P1 only) | 0 | Number of exam(s) per year (P1 only) | 1 | Replace tests and examinations with diversified assessments in the first term of P1 | Yes |
| Number of test(s) per year (P2 to P6 only) | 0 | Number of exam(s) per year (P2 to P6 only) | 3 | | |

| | |
|---|---|
| Formulate appropriate school-based assessment and assignment policies, inform parents of related arrangements, and collect views from teachers, students and parents regularly (at least once per school year) for ongoing review and optimisation of the school assessment and assignment policies | Yes |
| Upload the school-based assessment policy onto the school webpage for information of the public and stakeholders | Yes |
| Upload the school-based assignment policy onto the school webpage for information of the public and stakeholders | Yes |
| Diversified Assessment for Learning | Various modes of formative assessments are used which include written tests, practical skills, oral reports and project work. Teacher assessment, students' self-evaluation and peer evaluation are included. As for the connection between kindergartens and primary schools, the primary one assessments adopt a step-by-step approach, to help primary one students adapt to the new learning environment. |
| Avoid arranging tests or examinations immediately after long holidays in order to let students take more rest during the holidays | Yes |
| Arrange the timetable flexibly according to the school context, with a tutorial session provided in the afternoon as far as possible for students to finish some of their homework under teachers' guidance | Yes |
| Streaming arrangement | P.1 students are grouped with mixed abilities. In addition, in P.2 to P.6, there is one elite class and one small group in each grade. |

## School Life

| No. of school days per week | No. of periods per day | Duration of each normal period | School starts at | School ends at | Lunch break |
|---|---|---|---|---|---|
| 5 Days | 9 | 35 mins | 8:15 AM | 3:20 PM | 12:35 PM - 1:30 PM |

| Lunch arrangement | Healthy school life | Remarks |
|---|---|---|
| Provided by designated supplier and arranged by parents. | The activity 'Doing exercise together keeps us fit' is organized regularly. We have joined the 'School Physical Fitness Award Scheme'. Vegetarian lunch is available. We also organize the 'Fruits Week' so as to draw students' attention to the importance of fruits for health. | There is a afternoon reading section. Flag-raising ceremony held every Wed. We provide after-school tutorial classes and after-school care for students in need. There are also lots of extra-curricular activities to enrich our students' learning. There are the multiple intelligence classes on Monday and Friday afternoons. Training courses and activities are offered every Saturday. School ends at 2:30p.m. every Friday. |

## Life-wide Learning

Life-wide Learning Day, Flag-guards, Campus TV, Prefect Training Programme, Cambridge English Course, Maths Olympiad, Drama, Floor Curling Team, Kin-Ball Team, K-Pop Dance, School Choir, Swimming Club, STEAM Engineer, Brownies, Cub Scouts, Community Youth Club, Chinese Dance, Latin Dance, Violin Club, Recorder Club, Athletic Team, Basketball Team, Volleyball Team, Dragon and Lion Dance, Educational Camp, Sports Day, Study Tour etc.

## School Mission

In accordance with our motto, "To enlighten oneself and to help the needy", we focus on prompting students' moral, intellectual, physical, social and aesthetic development. We also aim towards developing students' potential and nurturing their positive values.

## School Characteristics

### School Management

**School Management Organisation:**
Our school is led by the Incorporated Management Committee. Meetings are held on a regular basis. We have 6 administrative groups, 11 subject panels and different functional groups.

**Incorporated Management Committee / School Management Committee / Management Committee:**
IMC Members include managers from the sponsoring body, the independent manager, the principal, the teacher manager and the parent manager.

**School Green Policy:**
We nominate some students as green ambassadors to promote environmental education actively. Our students grow plants to raise money for charity and to raise people's awareness of protecting the environment.

**School's Major Concerns:**
1. Establish a caring and positive campus culture, cultivate diverse values and active learning among students.
2. Establish connections between the school and the community, encourage students to go into and serve the community.
3. Conduct experimental activities to allow students to understand the world beyond the classroom and enrich their learning experience.

### Learning and Teaching Plan

**Learning & Teaching Strategies:**
1. In line with curriculum development and the unique characteristics of each subject, we address students' learning difficulties by designing school-based unit tasks and project-based learning across different subjects. These help students construct knowledge and strengthen their self-directed learning skills.
2. We make effective use of e-learning by engaging students in pre-lesson preparation, consolidation, and extended learning through various online platforms. We also utilize AI to boost students' interest in learning and enhance teaching effectiveness.
3. Teachers also employ 'collaborative learning' strategies to improve student learning outcomes while increasing opportunities for peer-to-peer interaction.

**Development of Major Renewed Emphases of the Primary Education Curriculum:**
1. Understand our country and the Chinese culture, and cultivate a sense of belonging and national identity towards our country through national education and national security education.
2. We place strong emphasis on values education, aligned with the principles of positive education, to nurture good character and a positive, proactive attitude towards life.
3. Develop students' ability to apply generic skills such as problem-solving and self-directed learning skills through the connections of Key Learning Area(KLA) strengthened by cross-curricular learning.
4. We enrich students' learning experiences by taking them beyond the school campus to participate in a range of visits and hands-on activities. These experiences broaden their horizons.
5. Host STEAM FUN DAY activities and the campus TV stations to strengthen STEAM education and cultivate students' media and information literacy.
6. Use diversified teaching strategies to cater for the diversity of students.

**Development of Generic Skills:**
Foster students' collaboration and communication skills through the cross-curricular learning and a variety of learning activities. Develop students' critical thinking skills, problem-solving skills and creativity through different modes of learning activities.

**Cultivation of Proper Values, Attitudes and Behaviours:**
Create a school culture of positive thinking and train students to face challenges or difficulties in life with a positive attitude. Teachers build a classroom culture of mutual appreciation and acceptance through classroom learning activities and extra-curricular activities. Moral, civic and national education classes will also compile learning schedules that promote positive values. The school will also promote relevant information through assemblies, lectures, workshops, interactive theaters and posters.

### Student Support

**Whole School Approach to Catering for Learner Diversity:**
We have homework sessions to help pupils finish their work at school. To cater for the different learning needs of students, the school allocates resources to hire support teachers to help students in the classroom. We have the Early Identification and Intervention Programme for P.1 students with Learning difficulties, after-school tutorial classes, P.6 English interview classes, the Understanding Adolescent Project and the English ambassadors, etc. Our school compiles a booklet "Smooth Transition from Primary to Secondary Level" for Primary 6 students, detailing the preparation for the interview and interview training by NET teachers and mock interviews will be arranged for the students. The school will also adjust the teaching of the students in order to cater for learning diversity. Teachers will also adopt teaching strategies in order to cater for learning diversity.

**Whole School Approach to Integrated Education:**
Core members of Student Support Team are the vice principal, Special Educational Needs Coordinator, curriculum leader, the director of discipline, Special Educational Needs Support Teacher, school social worker, school-based speech therapist and school-based educational psychologist. They are responsible for formulating school-based student support policies, including homework adjustment, examination support, enrichment programmes, remedial teaching, enhanced school-based speech therapy service, school-based educational psychology service, individual play therapy, emotion management, attention and social skills groups and AIM whole school participates in the layered support plan for students with autism. Teachers will prepare individual education plans for students in need and maintain close contact with parents.

**Education Support for Non-Chinese Speaking (NCS) Students:**
Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc; and organising activities to create an inclusive learning environment in the school. Organise off-campus visits regularly to help NCS students know more about Hong Kong.

**Curriculum Tailoring and Adaptation:**
Tasks with different levels of difficulties are designed to cater for learners' diversity. During the examination period, additional time, examination papers read aloud and magnified examination papers will be provided for the assessed students. To help Primary 1 students adapt to primary school life, our school has prepared a series of bridging courses, such as "One examination ", "Primary One New Orientation Day", "No Homework Day" and "Primary One Enrollment 100-day Celebration".

### Home-School Co-operation and School Ethos

**Home-School Co-operation:**
Our parents participate in various school events actively. Our Parent-Teacher Association co-organises a variety of seminars, workshops and social activities with the school, such as parent-child picnic day, parent-child shared reading and Lunar New Year gatherings. The PTA has also established a parent volunteer team to assist various learning activities, such as Chinese Culture Day, Sports Day Christmas Party, Story Aunties. Our school also organizes Parents' Day, the Principal' Chatroom, Parents' Learning Club, briefings on secondary school admission for Primary 5 students, and a school-selection seminar for Primary 6, with a view to strengthening communication and home school connection.

**School Ethos:**
The school places great emphasis on caring for and supporting students' growth. It fosters a strong learning atmosphere and maintains a simple, honest school ethos. The school values students' academic performance as well as the cultivation of moral, civic, and national education. Teachers encourage students through the quarterly "Teachers Appreciate You" activity and nurture them through a whole school approach and an integrated model of discipline and guidance.

### Future Development

**School Development Plan:**
1. To create a good STEAM Education environment and develop students' technological skills and creative thinking.
2. To enrich students' learning experience and broaden their views of the world through life-wide learning activities.
3. To cultivate students with diverse values, to foster students' national identity and to develop a global perspective among students.
4. To cultivate active, enthusiastic and ambitious students who possess both positivity and responsibility.

**Teacher Professional Training & Development:**
At least three Teacher Professional Development days are held every school year. Teachers are arranged to participate not only in specialist training but also relevant workshops to learn how to cater for the different needs of students. Our teachers collaborate through weekly joint lesson prep, regular teaching showcases, and peer observations to enhance their professional self-reflection.

### Others

Scholarships are offered to students for outstanding achievement, good conduct and improvement in their studies. Each academic year, IMC also subsidies students to participate in local and overseas learning activities.